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JPRS-UHR-85-004

13 February 1985

USSR Report

HUMAN RESOURCES

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EDUCATION

LABOR OFFICIAL DISCUSSES ON-THE-JOB TRAINING IMPROVEMENT

Moscow SOTSIALISTICHESKIY TRUD in Russian No 10, Oct 84, pp 8-21

[Article by L. Kostin, first deputy chairman of the USSR State Committee for Labor and Wages: "The Main Tasks of Improving Vocational Training of Workers in Production"]

[Text] In the stage of mature socialism under conditions of acceleration of scientific-technical progress, public production is making new and bigger demands on workers, as this progress is inseparable from radical changes in the content of labor and from corresponding changes in the vocational profile of workers and their positions in the production process. A pivotal increase in labor productivity depends to a significant degree on our successes in the matter of all-round development of the individual and his constant improvement as a worker and person.

"For Soviet society to confidently move ahead toward our great goals," General Secretary of the CPSU Central Committee, Chairman of the Presidium of the USSR Supreme Soviet Comrade K.J. Chernenko noted, "each new generation has to rise to a higher level of education and general culture, vocational skill and civic activity."

To attain this aim, the decisions of the April (1984) Plenum of the CPSU Central Committee, Basic Directions of Reform of the General Educational and Vocational School acquire great importance. The school reform is aimed at raising to a new, higher level education and communist upbringing of the rising generation of Soviet people and significantly boosting their vocational skills.

In the field of general education, our country occupies most leading positions. And our practical, imperative task is to ensure and achieve on this basis the highest vocational level for workers of Soviet society. The solution of this problem demands a significant improvement of postschool

* This article was prepared on the basis of a speech

vocational training of youth in the sphere of production where they have to improve their skills and add to their technical and economic knowledge. In this connection, the role and importance of the system of vocational training at production are growing significantly. Even today this system plays an important role in providing the national economy with skilled cadres. In 1983 alone, more than 5 million skilled workers were trained or retrained in production, more than 2 million persons acquired a second vocation and 12 million workers and kolkhoz farmers upgraded their skills.

In accordance with Basic Directions of Economic and Social Development of the USSR for 1981-1985 and for the Period to 1990, the training and upgrading of qualifications of cadres in production are being improved. For this, it is very important to carry out fully the measures designated in Decree No 586 of the CPSU Central Committee and the USSR Council of Ministers of 21 June 1979 "On Measures for Further Improving Training and Upgrading Qualifications of Workers in Production." A study of the course of its fulfillment carried out by labor organs at a number of ministries and departments showed that in the years that have elapsed since its issue, significant work was accomplished. At ministries, departments and union republics, measures were worked out and are being carried out for improving vocational training of workers at production, five-year plans have begun to be ratified for training and retraining workers and targets are being set annually by enterprises and organizations for upgrading their qualifications. Most ministries and departments have established norms for the number of workers engaged in training cadres, standards for the creation of an educational-production base and targets have been set for its expansion. Methodological support is being improved for the system of vocational training of workers in production, more textbooks and teaching aids have started to be issued and measures are being implemented for expanding production of teaching and visual aids, equipment and technical training resources.

A great deal of work has been done by central departments. In fulfilling the decree, the USSR State Committee for Labor and Wages, the USSR State Committee for Vocational and Technical Education, the USSR Ministry of Finance and the USSR Central Statistical Administration have revised jointly with the AUCCTU, while taking into account the new requirements, and approved the entire basic normative and instructional-methodological documentation. An All-Union Review of Vocational Training of Workers in Production and also a simultaneous accounting of the number of cadres and the state of educational-production bases were conducted.

Significant qualitative changes have taken place in cadre training. The relative share of workers who underwent training in course work and group forms of training grew for the national economy as a whole from 58 percent in 1979 to 63 percent in 1983. More attention began to be paid at ministries and departments to creating workers of broad profile, which is attested by a certain increase in the scale of their training in a second vocation. Compared to 1979, the number of workers in schools for the study of outstanding techniques and methods of labor has increased almost 1.5-fold. Upgrading of the qualifications of brigade leaders and preparation of their reserve have been organized. As a result, the qualifications level of workers is growing in all sectors of the national economy.

Implementation of the measures designated by Decree No 586 of the CPSU Central Committee and the USSR Council of Ministers has promoted the development of the sectorial system of vocational cadre training and improvement of this work at many enterprises and organizations. The production association of the Moscow Machine Tool Plant imeni Sergo Ordzhonikidze can serve as an example. Here an effective system of worker training has been organized, and workers annually undergo training, retraining and upgrading of qualifications of more than 30 percent of all the workers. The educational-production base at the plant has been brought into accord with sectorial standards. A stable collective has been formed of shop organizers, teachers and instructors with whom work is constantly going on with respect to raising their pedagogic and methodological skills. The concern for cadre workers has a positive effect on the general results of the collective's work: the five-year plan is being successfully fulfilled, the entire growth of production was achieved through growth of labor productivity, and the relative share of products of the highest category of quality has been raised to 74 percent.

But certain control organs and enterprises have not carried out the necessary organizational work in regard to the fulfillment of the said decree. At many enterprises of the Ministry of Power and Electrification, for example at the regional Pavlodarenergo and Brestenergo power administrations, they have not been able in compiling plans of measures for fulfilling the decree to analyze sufficiently deeply the state of vocational worker training and have not determined the chief directions of improving their work in this field. Measures for the most part are not of a concrete character and do not reflect many of the requirements stemming from the decree relative to improving the quality of training and education of workers.

Similar defects have also been disclosed at enterprises of the USSR Ministry of Heavy and Transport Machine Building, the USSR State Committee for Selkhoztekhnika and a number of other sectors. Thus in checking at Vladimirsteklo Association, at the Karelplyud Ore-Concentration Combine of the Ministry of Construction Materials and at Belinsk sel'mash Plant of the Ministry of Tractor and Agricultural Machine Building, it was established that worker training here is not conducted at a high level, teaching plans and programs are not being fully carried out and the existing procedure of certification of workers is not adhered to. Of special concern are cases where reduction of training time periods is allowed, quite considerably in a number of instances. This inevitably results in lower quality of labor training. At certain enterprises, including the Ufa Plant of Rubber Industrial Products imeni M.I. Frunze of the USSR Ministry of Petrochemical Industry and the Ufa Electric Bulb Plant, vocational training of women workers with young children is insufficiently engaged in. Furthermore, instituted benefits are not always granted them.

Some ministries, including Minsel'khoz [USSR Ministry of Agriculture], Minlegprom [USSR Ministry of Light Industry and Minvostokstroy [probably--Ministry of Construction for the Eastern Regions of the USSR] have not worked out sectorial norms for the number of workers engaged in cadre training. The USSR Ministry of Power and Electrification and the USSR State Committee for Forestry have not established standards for the creation of an educational-

production base, while a number of ministries have not set targets relating to its expansion for subordinate enterprises and organizations and are not adopting necessary measures for establishing the production of teaching and visual aids.

Not everything necessary has been done everywhere for raising the quality of research on problems of workers' vocational training in production; at the USSR Ministry of Heavy and Transport Machine Building, the USSR Ministry of Power and Electrification and several other ministries and departments such research is not being conducted in general. But nonetheless in the 5 years since the issue of the decree, new problems have naturally emerged. For this reason it is now necessary to deeply analyze in each sector the state of affairs relating to training and upgrading qualifications of workers, to summarize the results of fulfillment of the said decree, to examine this question at meetings of collegiums and to determine concrete measures for ensuring the accomplishment of all the measures designated in it.

Organs concerned with labor and vocational and technical education have to increase control over the carrying out of this work and to provide the necessary assistance to ministries and departments, enterprises and organizations for the elimination of existing defects. It evidently would be expedient to generalize in each union republic the results of fulfillment of the said decree and to submit to directive organs appropriate proposals aimed at further improving vocational training of workers in production, particularly while taking into account the new considerations contributed by Basic Directions of Reform of the General Educational and Vocational School in the matter of improving training of skilled cadres for the national economy.

As we know, in the course of 1 or 2 five-year plans, universal secondary education of the youth is to be supplemented by universal vocational education, which will require a reorganization of the system of training workers in production. With increased training of workers at secondary vocational and technical schools and the development of vocational training at the general educational school, the training of new workers from among youth in production will be gradually curtailed. For this reason the chief function of the system of vocational cadre training in production in the future will be retraining of workers released in connection with technical progress and of persons wishing for whatever reasons to change their occupation as well as training of workers in a secondary vocation and ensuring planned upgrading of their qualifications. The scale of such training will be expanded.

According to preliminary estimates, by 1985 the scale of retraining of workers for the national economy as a whole should increase to 3.5-4 million annually, the training of workers in secondary occupations--roughly to 2.5-3 million persons and upgrading of qualifications--to 18-20 million persons. Ministries and departments accordingly have to work out long-term plans of training, retraining and upgrading qualifications of cadres and specify measures for developing and improving sectorial systems of workers' vocational training in production.

And even now it is necessary to carefully think out proposals regarding for what occupations vocational training of school children should be organized

at subordinate enterprises and to adopt measures for creating suitable conditions for upgrading the quality of training. This will determine to a significant degree how eagerly young people, who have completed general educational school, will take a job at an enterprise and what their level of qualifications will be.

In conformity with Basic Directions of Reform of the General Educational and Vocational School, the USSR State Committee for Labor and Wages together with the USSR Ministry of Education, the USSR State Committee for Vocational and Technical Education and other ministries and departments have been instructed to significantly improve vocational-orientation work. Organs concerned with labor have the duty of coordinating work on vocational orientation in the country. This is an essentially new and specific function for them. While a certain amount of work is being done at the present time, it is in need of significant improvement, and in the shortest time possible.

Attaching great importance to the development of a system of vocational orientation and bolstering its social-economic effectiveness, we consider it an important means of further improving management of labor resources. The USSR State Committee for Labor and Wages is preparing at the present time proposals for organizing and developing vocational orientation in the country and by the end of the current year it plans to hold a scientific-practical conference for the purpose of evaluating the basic directions for improving this work. But now it is already necessary for all ministries to determine a plan of first-priority action for the development of vocational-orientation work in the sector and directly at enterprises. Such work has been started at in some sectors.

New problems facing the system of vocational cadre training in production have been arising in connection with the development of the brigade form of organization and stimulation of labor. The need is growing in brigades of the new type for workers of broad profile and for training of persons already employed in production for second and third vocations. In the organization of such work, many enterprises have acquired a certain experience. At Magnitogorsk Metallurgical Combine, for example, 80 percent of the workers have mastered two or more vocations. This has become one of the important reserves of raising labor efficiency and improving the use of equipment. Serious attention to this question is also being given at enterprises and organizations of the USSR Ministry of Petrochemical Industry, the Ministry of Heavy and Transport Machine Building and the USSR Ministry of Light Industry. Unfortunately, things so far are not like that everywhere. At the USSR Ministry of Instrument Making, Automation Equipment and Control Systems and the USSR Ministry of Construction Materials, only slightly more than 2 percent of workers undergo training for second vocations in the course of a year. This work has so far been weakly organized in Georgian SSR, Tajik SSR and Turkmen SSR.

Attention is devoted to the need of creating workers of broad profile and training them in related occupations in decrees of the CPSU Central Committee, the USSR Council of Ministers and the AUCCTU on questions of development and raising the efficiency of the brigade form of labor organization and stimulation in industry. Yes, even workers, who have been combined into

brigades, are striving to master related occupations, but we far from always satisfy this need of theirs. At the same time, such a need fully corresponds to long-term progressive tendencies in the field of change of vocational and skill differences connected with manifestation of the law of change of labor. Taking into consideration the needs of production for expanding the vocational profile of workers, the USSR State Committee for Labor and Wages is engaged in the revision of the Unified Rate and Qualifications Handbook, which should be completed during the current five-year plan.

Moreover, the need for the quickest possible assimilation of modern machine tools and equipment also dictates the need to change the character of training of the workers servicing them. Incidentally, one of the causes of inadequate use of machine tools with programmed control is a shortage of cadres for working them. In a number of cases, workers have spoken of their dissatisfaction of working at such machine tools because of the simple, monotonous labor. They would like to combine the function of an operator with the duties of an adjuster and repairman. This is an important problem of raising the content of labor, and it is necessary to solve it. But the expansion of the vocational profile of workers is not an end in itself. It is necessary for people to use more fully acquired knowledge and skills in their labor activity. This requirement so far has not been observed everywhere. Consequently it is necessary in each sector and at each enterprise to deeply analyze how rationally training of second vocations, combination of functions and the like are planned and organized in order to have, while taking into account the specific character of production, fully valid lists of occupations recommended for holding two or more occupations simultaneously.

An important task is improving work relating to upgrading qualifications of brigade leaders and training their reserve. During 1984-1986, it will be necessary in our opinion, to carry out retraining and upgrading of qualifications of all brigade leaders and to conduct this not less often than once in 5 years. This requires strengthening of the educational course base of brigade leaders and providing them with highly qualified instructors. It is be admitted that in 1982 only 20.8 percent of brigade leaders were trained in the national economy as a whole and at the USSR Ministry of Petroleum Industry, the USSR Ministry of Transport Construction and the USSR Ministry of Timber, Pulp and Paper and Wood Processing Industry--less than 15 percent. Consequently, in order to fulfill the set task, it is necessary to increase 1.5-2-fold in the following year the scale of worker instruction at courses for brigade leaders. This is a complex task, but it has to be solved inasmuch as the operation of brigades depends to a significant extent on the preparedness of brigade leaders.

Special attention should be devoted to organization of training of brigade leaders at small and medium-size enterprises lacking the necessary base and an adequate contingent for staffing good teaching groups. It apparently would be practicable for them to create regional courses at facilities of vocational and technical schools, training-course combines and teknikums. It is important to determine work for improving the quality and content of the teaching process at courses of brigade leaders. Checks conducted at some enterprises of the USSR Ministry of Petrochemical Industry, the Ministry of Electrical Equipment Industry and the Ministry of Tractor and Agricultural

Machine Building showed that studies with brigade leaders are frequently formally conducted on the basis of a curtailed program. Obviously, it is necessary to use here on a broader scale the experience of the Kaluga Turbine Plant and the Minsk Tractor Plant. At these enterprises long-term plans exist for training of brigade leaders and preparing their reserve, a necessary material and methodological base has been created and studies are conducted by managers and trained specialists.

For the purpose of providing aid to ministries and departments, the All-Union Scientific-Methodological Center of the USSR State Committee for Labor and Wages has worked out new Model Thematic Plans and Programs providing a differentiated approach to the training of heads of different types of brigades, chairmen and members of councils of brigade leaders. It is necessary that sectorial thematic plans and programs be prepared on the basis of these model materials and be conveyed to all enterprises and organizations. Naturally, corresponding changes should be introduced into teaching plans and programs for upgrading qualifications of managers and specialists.

But the scale and character of worker training significantly influences the certification and rationalization of workplaces. As shown by practice, certification then produces the biggest effect when not only the resources of production but also the chief element of productive forces--the man of labor, the level of his educational and vocational training and social and labor activity. Such experience is to be found in particular at the Dnepropetrovsk Plant of Metallurgical Equipment, at the Dneprovsk Machine-Building Plant imeni V.I. Lenin and at a number of enterprises of other sectors.

Certification and rationalization of workplaces create prerequisites for more purposeful work relating to vocational training of workers while taking into account real needs of production. Inasmuch as it, as a rule, is accompanied by the release of a significant portion of workers, it is important to ensure their timely retraining and a correspondence of the skill level of cadres to the requirements of production. For this reason plans of vocational cadre training should be provided on the required scale retraining of released workers and their training for staffing newly created and improved workplaces, which means additional training of those whose skill level does not fully correspond to the requirements imposed.

For the purpose of ensuring a single and valid approach to the compilation of such plans at ministries and departments, sectorial methodological instructions are evidently needed for utilization of results of certification of workplaces in planning training, retraining and upgrading of qualifications of cadres. But the need exists for Gosplan USSR and the USSR State Committee for Labor and Wages to jointly work out corresponding intersectorial methodological recommendations. Of course, even for the personnel who will be engaged in certification and rationalization of workplaces, appropriate measures are provided for upgrading their qualifications. In particular, the All-Union Scientific-Methodological Center of the USSR State Committee for Labor and Wages is organizing during the current year seminars with heads of scientific-research institutes and NOT centers for the study of methodological bases of certification and rationalization of workplaces. Changes will also be introduced into the program of Higher Courses for Managers of different

levels. Similar work should be organized at ministries and departments and specifically during 1984-1985 sectorial seminars ought to be held on study of the experience of leading enterprises and appropriate changes submitted in teaching plans and programs of upgrading qualifications of heads of enterprises and their structural subdivisions, functional services and other engineering and technical personnel, including in them questions of certification and rationalization of workplaces.

Ensuring of timely training and retraining of workers for newly started up enterprises should be among the important tasks that must be constantly in the field of vision of ministries and departments. At a number of ministries, a good arrangement has been established of conducting this work. At the Ministry of Tractor and Agricultural Machine Building, for example, the most important priority projects are determined for the planned period, cadre training is organized for them, and that in significant measure at existing enterprises. At the Ministry of Automotive Industry, cadre training for priority projects is conducted at sectorial educational centers on the site of the Volga and Gorkiy motor vehicle plants. At the Ministry of Instrument Making, Automation Equipment and Control Systems, base enterprises have been selected at each all-union production association for this purpose.

But it still has not been possible to markedly improve worker training for priority projects. Many ministries as before are oriented to securing their cadres basically "on the side." Thus the USSR Ministry of Heavy and Transport Machine Building and the USSR Ministry of Ferrous Metallurgy in 1984 planned through organized training to satisfy only 30 percent of cadre requirements for utilization of new capacities. A contradiction arises: on the one hand, enterprises become operational. Here the latest achievements of science and technology are introduced, significantly increasing requirements for cadre qualifications, while on the other hand, the collectives of these enterprises are formed through hiring of people without the necessary training. As a result, there are not enough cadres of the required qualifications and each fifth one of the newly started up enterprises is unable for this reason to assimilate planned capacities within prescribed periods. For example, due to the absence of full strength of qualified workers, Artemovskaya Knitted-Underwear Factory of the USSR Ministry of Light Industry, which started up in 1980, has still not reached planned capacity. At the Krasnoyarsk Heavy-Excavator Plant of the Ministry of Transport and Heavy Machine Building under construction, in 1983 additional need for cadres in connection with the startup of new capacities was satisfied only 58 percent, and the plan of training and retraining workers was not fulfilled. Unfortunately, these are not isolated examples.

Ministries and departments should devote more attention to this important question: each newly operational enterprise or facility to have long-term plans of training, retraining and upgrading qualifications of workers so that their cadre staffing is done on time. State committees for labor of union republics also must hold this question under constant control and provide ministries the required assistance.

The scientific-technical revolution, as we know, requires periodic renewal of the knowledge and production skills of workers, which means such organization

of training as would permit people to grow vocationally in the course of their labor activity, to consistently rise step by step and to upgrade their qualifications.

At a number of ministries and departments, systems have been worked out and are being introduced of continuous vocational training of workers. They serve as the basis of planned improvement of the structure of cadres and their vocational and qualifications advancement. At the same time, work relating to upgrading of qualifications in a number of sectors still does not correspond to present-day requirements of production. The scale of worker training has so far not been ensuring the prescribed periodicity of upgrading their qualifications. As a result, at many enterprises the average rating among workers is lower than the rating of the work they do. For example, at Kirgizelektrosvigatel' Plant, Apsheronskiy Rayon Selkhoztekhnika Branch and Krasnoyarskenergo Power Administration the rating gap reaches 0.4-0.5. In consequence of this, enterprises suffer large losses because of defective output, underfulfillment of production norms, limited use of equipment and inefficient expenditures of raw and other materials and energy resources. So as to prevent these losses, it is necessary to carry out on a broader basis and more systematically training of workers in production-technical courses and in the quickest time possible to bring the cadre qualification level in accord with the requirements of production.

An important sector of work is training of workers engaged in servicing and repairing of complex modern equipment. The effectiveness of its use to a decisive degree depends on them. The scale of its introduction requires a significant increase and improvement of training of workers in special-purpose courses. Reference is made in particular to the organization of timely cadre training in connection with acceleration of work on automation of machine-building production on the basis of advanced technological processes and flexible resetable complexes.

An effective means of raising the quality and efficiency of the performance of workers in enterprises of all sectors is having them master the techniques and methods of outstanding workers and innovators of production in schools created for this. As shown by practice, with well organized training in them, enterprises obtain a palpable and rapid return. If the organization of their work is seriously and everywhere engaged in, this form alone can perceptibly raise production efficiency. These schools have received their biggest development at the USSR Ministry of Light Industry, the USSR Ministry of Heavy Heavy and Transport Machine Building, the USSR Ministry of Nonferrous Metallurgy and the USSR Ministry of Ferrous Metallurgy. Each year, 8 to 10 percent of the workers study in them. But here possibilities, especially with respect to raising the quality and effectiveness of training, are employed far from fully. At some ministries, there is as before an underestimation of this form of upgrading qualifications. For example, at enterprises of the USSR Ministry of Timber, Paper and Pulp and Wood Processing Industry, the Ministry of Machine Building for Animal Husbandry and Fodder Production and the Ministry of Machine Building for Light and Food Industry and Household Appliances, only 2.5 percent of the workers were acquainted with advanced techniques and methods of labor.

In recent years, the system of economic education has been used on an increasingly broad scale for upgrading qualifications of workers. Among the different courses, the chief one for this category continues to be "Fundamentals of Economic Knowledge." At the present time, a new program has been established for it and a textbook is being published. Many in particular study brigade organization of labor.

Under conditions where improvement of the economic mechanism is going on, cost accounting and the brigade contract are being introduced increasingly more widely and certification and rationalization of workplaces are being carried out. Actually, there is a need for universal training of workers and employes. Moreover, this training should be based on concrete data on the work of one's enterprise. In regard to operation of training and upgrading qualifications of cadres, here in the course of carrying out economic experiments, it is necessary to look for more effective means of this operation, for which purpose it is necessary to determine the effectiveness of different kinds and forms of training and upgrading qualifications of workers. Here basically so far quantitative indicators have been considered, but it is also necessary to evaluate qualitative ones and the social-economic results of training as a whole. However, the methodology of determining effectiveness has so far not been definitively worked out. Here the word should be that of scientists.

In evaluating how the system of worker training in production is running today, it is impossible to get away from question of why some of them are little concerned about improving their qualifications and why enterprises experience difficulties in getting workers to study. In all probability, it is necessary to secure a greater dependence of workers' pay on the level of qualifications and to more fully utilize existing possibilities of material stimulation, in particular, extra pay for a high skill level and holding two or more jobs at one time. So far they have obviously not been utilized adequately. In addition, it apparently is more advantageous to tie in more closely the uses of these added payments to the undergoing of training for upgrading of qualifications. At the same time, it is also necessary to look for new forms of moral and material stimulations of vocational growth of workers.

The chief task of the system of vocational cadre training in production continues to be as before improvement of quality and a higher level of effectiveness of training, retraining and upgrading of workers' qualifications. The improvement of methodological support of all parts of this system here is of decisive importance. Of late, it has improved somewhat. Nonetheless the problem has not been solved definitively. At many enterprises and organizations, there is a shortage of new training programs and frequently obsolete ones are used. There are still few good, easy to understand methodological developments for teachers, foremen and instructors. All ministries and departments and their educational-methodological units should be constantly concerned with this. It is necessary for teachers and instructors in sectors to have everything necessary for each vocation for the qualitative holding of studies. Constant attention needs to be paid to improving the content of teaching plans and textbooks. They have to fully meet the needs of present production, aim at the study of advanced equipment,

technology and progressive forms and methods of labor, ensure the necessary level of economic training of workers and establish in them contemporary economic thinking.

It is necessary to adopt measures for the purpose of significantly improving organization of the teaching process. When carrying out theoretical studies, active forms and methods of conducting them and also technical resources should be more broadly used. The production training and production practice of those who are studying should be conducted within the framework of the best brigades and links under the supervision of outstanding producers, innovators of production and labor veterans. Strict monitoring is required of fulfillment of complete teaching plans and programs.

For the purpose of improving training of workers in production, it is important to develop in every possible way progressive forms of training, first of all course training. But as yet not all ministries and departments are giving necessary attention to this. At the Ministry of Instrument Making, Automation Equipment and Control Systems and the Ministry of Automotive Industry fewer than 20 percent of the total number of those who studied were trained in courses. The relatively ineffective individual training of workers also predominates at the USSR Ministry of Medical Industry and the USSR Ministry of Communications. Sometimes the attraction for the individual form of training is attempted to be explained by sectorial special circumstances. Of course, each sector has its own specific character determining the selection primarily of one or another form of training, but this should not interfere with the introduction of tested and general recognized progressive forms.

In successful fulfillment of tasks for improving the quality of production training of workers, a lot depends on the composition of its organizers and on the level of training of teachers and instructors. At the present time, more than 1.7 million highly qualified production workers are serving as instructors and teachers. In many sectors, wonderful cadres have been established whose labor and pedagogic activity has been noted by high awards of the Motherland. They include--Hero of Socialist Labor R.K. Prusov, an instructor at Minsk Tractor Plant; Hero of Socialist Labor A.I. Nefedov, brigade leader at Sumhustroy Trust; L. I. Parfenova, Hero of Socialist Labor and winner of USSR State Prize and deputy director of the educational-course combine of Kalinin Cotton Combine; A.Ya. Shabanova, chief of the Department of Technical Training of 1st State Bearing Plant and others who give much of their moral strength and energy to the training and education of workers.

In conformity with Basic Directions of Reform of the General Educational and Vocational School, the training and upgrading of qualifications of pedagogic cadres of the system of education and vocational and technical education will be improved. This applies to engineering pedagogic cadres engaged in training workers in production. So far a significant portion of these personnel still does not fully meet imposed requirements. For example, at enterprises of the USSR Ministry of Land Reclamation and Water Resources, the USSR Ministry of Gas and a number of other sectors, one may frequently encounter teachers or instructors who do not have the required education and length of service in their specialty.

It is very important to adopt in all sectors on the basis of the new requirements effective measures for improving selection of people engaged in teaching. It is necessary to attract more labor veterans, highly qualified specialists, outstanding workers and innovators of production to training and educational work and to be concerned with organizing systematic upgrading of their qualifications and pedagogic skills. Incidentally, a lot has already been done along this direction. At Higher Courses of the All-Union Scientific-Methodological Center of the USSR State Committee for Labor and Wages, upgrading of qualifications of pertinent workers was organized on the directions of USSR ministries and departments as well as state committees for labor and vocational and technical education of union republics. Ministries and departments themselves have become more active in their work in the field of upgrading qualifications of personnel engaged in cadre training at enterprises. At the USSR Ministry of Installation and Special Construction Work, for example, more than 700 heads of educational-course combines and other personnel connected with the organization of cadre training underwent training in the course of the last three years at constantly operating sectorial courses. In addition, more than 4,700 teachers and instructors underwent training at institutes and faculties for upgrading of qualifications and in courses at enterprises. Much attention is also being paid to this question at the USSR Ministry of Petrochemical Industry, the Ministry of the Communications Industry, the USSR State Committee for Selkhoztekhnika and the USSR Ministry of Light Industry.

For the purpose of increasing unity in the organization and content of this work and providing aid to ministries in bolstering its effectiveness, the USSR State Committee for Labor and Wages, the USSR State Committee for Vocational and Technical Education and the Ministry of Higher and Secondary Specialized education have approved a special statute and worked out the required program and methodological documentation. In 1982, a scientific-practical conference was held at which acquired experience was generalized and appropriate recommendations were adopted. But, as shown by checks, in some sectors the indicated normative and methodological materials as well as recommendations of the conferences are still poorly being realized in everyday work. For example, at Leninakan Plant of Refrigeration Compressors of the Ministry of Machine Building for Light and Food Industry and Household Appliances, upgrading of qualifications of teachers and instructors was not carried out during 1981-1983. At many enterprises of this sector, elementary training according to programs of the psychological and pedagogical minimum was not organized for personnel involved for the first time in teaching work. Work is also conducted poorly relative to upgrading qualifications of organizers, teachers and instructors at Kalinin Worsted Combine, Riga Light Equipment Plant and Moscow Manometr Production Association.

Ministries and departments need to more strictly control compilation of plans for upgrading qualifications of those who are engaged in teaching workers. The sectorial teaching program and methodological documentation should be revised while taking into account the requirements of new normative and methodological documents and subordinate enterprises and organization provided with it. The role and responsibility of sectorial educational institutions and educational and methodological rooms should be increased in the solution

of these questions. There where this is necessary, it would be useful to create consultation centers for teachers and instructors.

In the arsenal of methods for training and educating young workers, a worthy place is occupied by preceptorship, which makes it possible to purposefully implement the principle of party spirit and class approach to the forming of the personality of the young worker while using in this connection the educational means inherent in the society of developed socialism. Preceptorship has received high social recognition. Constant attention should be devoted henceforward to the development of this patriotic movement. It should be supported, and work should systematically be conducted with preceptors for the purpose of raising their ideological and theoretical level and pedagogic skill as well as organizing mass pedagogic universal training.

Problems of cadre training for enterprises and organizations of the agroindustrial complex should be especially emphasized. Successful development of all its sectors and fulfillment of the food program demand a significant improvement in providing kolkhozes, sovkhozes and all parts of the agroindustrial complex with qualified cadres, first of all those of mass-vocation workers. At the All-Union Economic Conference on Problems of the Agroindustrial Complex sponsored by the CPSU Central Committee in March of this year, attention was once again directed to the growing requirements for cadres of mass vocations and to the need of a fundamental improvement of the vocational training of machine operators, field workers, animal-husbandry workers, construction workers and food-industry workers.

The main sources of staffing enterprises of the agroindustrial complex with qualified cadres are vocational and technical schools. In conformity with Basic Directions of Reform of the General Educational and Vocational School, it is planned to establish them in every agricultural rayon. So far, they are satisfying only 50 percent of agriculture's need for worker cadres. In this connection, the training and retraining of cadres of the mass vocations is being done on a significant scale by enterprises and farms themselves. In the system of the USSR State Committee for Selkhoztekhnika, for example, training and retraining are carried out each year of more than 130,000 workers for their enterprises and more than 400,000 machine operators, animal husbandry workers and many other workers of the mass vocations for kolkhozes and sovkhozes. Corresponding work is also going on in other sectors. But there are still many unsolved problems here. A check of the work connected with cadre training for the agroindustrial complex in Bryansk Oblast performed by the RSFSR State Committee for Labor disclosed very big deficiencies. A general and significant deficiency is that more than 50 percent of the recruits are trained only for the vocation of tractor operators. But technical progress dictates the need to increase as rapidly as possible the output of broad-profile machine operators, that is, tractor-machine operators.

Measures must be taken for improving the quality of training of machine operators. For this it is necessary to basically concentrate the training of machine operators at educational institutions of the USSR State Committee for Vocational and Technical Education and at educational-course combines, reducing it directly at organizations and farms, where frequently the proper conditions are lacking for all-round quality training. It is necessary to

consistently strive for a significant rise of the class character of tractor-machine operators. We know that labor productivity among first-class machine operators is as a rule 25-30 percent higher than among third-class machine operators. The relative share of first-class machine operators is only 30 percent at present.

The question of centralization of training of mass-vocation workers for enterprises of the agroindustrial complex is urgent. At the present time, their training and retraining for one and the same vocation is frequently carried out in different sectors. For example, five ministries and departments train machine operators. Each of them creates, sometimes in one and the same oblast or even rayon, educational-course combines and centers usually with a small contingent of pupils and a weak teaching base. It would be advantageous to centralize within the confines of an oblast or rayon training of machine-operator cadres in an interdepartmental education institution, selecting one enterprise, which belongs to an agroindustrial association, as a base that is the most appropriate for this purpose. Such a measure would make it possible to significantly improve the material equipment of the teaching process, to raise the quality of worker training and to more rationally utilize the funds allocated for this. The initiative here should seemingly emanate from the council of the agroindustrial association and be supported by interested ministries and departments.

An important economic and social problem for a number of union republics and especially for the republics of Central Asia is training of workers from among the indigenous nationality. Their planned involvement in the sphere of industrial labor corresponds to the principles of Lenin's national policy, improves the structure and qualitative characteristics of labor resources and makes it possible to more fully utilize manpower. Nonetheless, the indigenous population is still inadequately represented in the national economy of the Central Asian union republics in the sphere of industrial highly skilled labor. For example, in Kirghiz SSR, it constitutes half of the entire population of the republic and among industrial workers--only 18 percent.

Ways of solving the problems of broad involvement of the indigenous population in the sphere of industrial labor in the republic have been determined. This involves first of all accelerated development of industrial enterprises in small cities and villages for the purpose of bringing them closer to sources of manpower. At the same time, it is important to see to it that work relating to vocational orientation of the youth is significantly improved, training of school graduates is organized in a timely manner and favorable conditions are created for them for further occupational growth. This problem should be solved, of course, not only with the resources of union republics but also with the active participation of USSR ministries and departments whose enterprises are located on the territory of the republics.

A necessary condition of a high level of vocational training of workers in production is creation of an appropriate educational-production base at enterprises and organizations. Right now the importance of this problem is particularly growing, when in accordance with Basic Directions of Reform of the General Educational and Vocation School, they are faced with new major tasks relating to organization of labor education, training, vocational

orientation of school children and organization of their socially useful productive labor. For the successful exercise of these functions, it will be necessary to strengthen the existing education-production base as well as to create new training shops, sectors, workshops and other training workplaces.

During the 11th Five-Year Plan, enterprises are doing a great deal for the development of a teaching base. For the national economy as a whole, just in the last two years, more than 20,000 classrooms, study rooms, shops, sectors and testing grounds were additionally equipped at enterprises, and 260 teaching-course combines and 192 teaching centers went into operation. At the same time, as shown by the results of a one-time count conducted by the USSR Central Statistical Administration in 1983, sectors still have a significant number of enterprises where the educational-production base does not correspond to standards. In most sectors, there is still a predominance of small teaching-course combines and centers, while insufficient work is going on on the creation of sectorial and intersectorial educational institutions for the training of workers. At many teaching-course combines and centers there is a lack of teaching rooms and shops. Thus, at the USSR Ministry of Rural Construction, each educational institution has on the average only two classes, and only 15 percent of the combines have training shops. At the USSR Ministry of Fish Industry, 48 combines and centers for production training have a total of 11 shops and 6 teaching and training areas.

All this is evidence that a great deal of work has to be done to have the training base of enterprises, organizations and teaching-course combines correspond to modern requirements. Furthermore, this question should be solved at the present time in an integrated manner, that is, there should be taken into consideration at the same time the scale of training workers in production and the growing needs for intensifying labor and vocational training of pupils of schools and vocational and technical schools. Therefore, ministries and departments have to revise respective sectorial norms, to establish targets for 1986-1990 for subordinate enterprises and organizations relating to expansion of the training base and to provide for this purpose appropriate capital investment. Standards of planning of educational quarters at enterprises now also need to be revised, taking into consideration the new requirements. New model plans are also needed for teaching-course combines. Gosstroy USSR must study and solve all these questions jointly with the interested ministries and departments.

Improvement of the practice of working out plans of vocational training of workers in production and organization of their fulfillment are an important pressing problem. It must be admitted that despite adopted measures, plans of training workers are frequently compiled in certain sectors without taking into account the needs of production. Balance calculations are not used for their validation. Plans of upgrading qualifications are not always coordinated with plans of introduction of new equipment. The USSR Ministry of Meat and Dairy Industry, the USSR Ministry of Agriculture and the USSR Ministry of Land Reclamation and Water Resources in planning upgrading of workers' qualifications do not provide an established periodicity of their training. Some ministries do not convey on time to subordinate enterprises annual targets for cadre training. The USSR Ministry of Fruit and Vegetable Industry in general does not set targets for enterprises for upgrading of

qualifications, and it is no accident that they encompass slightly more than 12 percent of workers in a year. In a number of sectors, insufficient control is exercised over fulfillment of plans. As a result, in 1983 with a cadre shortage, a number of USSR ministries and departments failed to fulfill the plan of training and retraining workers. The biggest shortfall occurred at the USSR Ministry of Machine Tool and Tool Building Industry, the USSR Ministry of Heavy and Transport Machine Building, the Ministry of Communications Industry and the USSR Ministry of Construction. From year to year, plans are also not fulfilled for enterprises of republic subordination in Ukrainian SSR, Kazakh SSR, Kirghiz SSR and Estonian SSR.

Taking into consideration the growing influence of the quality of cadre training on the results and efficiency of labor, ministries and departments need to ensure careful preparation and validation of plans of worker training and to arrange for their unconditional fulfillment so that each worker periodically upgrades his qualifications not less than once in 5 years. In plans it is necessary to take into consideration changes in the content of the character of workers' labor in conformity with the rate and scale of scientific-technical progress. In each sector, enterprises should have at their disposal for this methodological materials for planning vocational training of workers in production. There where they are lacking, it is important to decisively accelerate their development. Plans should reach enterprises prior to the beginning of the planning period, and monitoring of their fulfillment should be constantly conducted.

The increased complexity of tasks facing the system of workers' vocational training in production makes it necessary to expand scientific research on these problems and to raise their quality. While we possess a great scientific potential, the problem of vocational cadre training in production is not being studied sufficiently. They should be more widely reflected in the work plans of academic institutes and VUZ's as well as sectorial scientific institutions. In working out plans for the 12th Five-Year Plan, this circumstance must be fully taken into account.

The improvement of all work relating to training and upgrading qualifications of cadre workers in production significantly depends on the scale and rate of dissemination of leading experience in this sphere. The press, television and radio as well as the Exhibition of National Economic Achievements are called upon to play an important role in this.

The diversity and complexity of problems in the matter of workers' vocational training in production requires constant attention and active coordinated work of ministries and departments and of organs connected to labor and vocational and technical education. At the same time, it should be conducted in close cooperation with party, soviet, trade-union and Komsomol organizations. An important role belongs to trade unions in solving problems of improving systems of workers' vocational training in production. They actively take part in the preparation of normative documents, in the work of educational-methodological councils and qualifications commissions and in the implementation of other measures.

A major role belongs to Komsomol organizations in the training and education of the young generation of the working class. In 1982, on the initiative of the Komsomol Central Committee, a comprehensive program was approved for further improving the training and education of a worthy addition to the working class and kolkhoz peasantry during 1982-1985. It spelled out a broad range of measures for increasing the participation of Komsomol and other organs in the forming of skilled cadre workers from among the youth. It is important that they all do not slacken their efforts and ensure its full accomplishment.

Important functions in the organization of workers' vocational training in production are performed by labor organs. Recently, their work in this direction has become significantly more active: coordination of work has improved with gosplans, state committees for vocational and technical education, trade-union councils and other departments of union republics. Questions of training and upgrading qualifications of cadres in production have started to be examined more frequently at meetings of committees. Positive experience is being more actively studied, generalized and disseminated. Much in this direction is being done by personnel of state committees for labor in the RSFSR, Ukrainian SSR, Belorussian SSR, Estonian SSR, Kirghiz SSR and other union republics.

Allowing for new problems which practice is constantly bringing out, labor organs have to significantly improve their work in the field of training and upgrading qualifications of cadre workers in production and to increase practical coordination with republic committees of vocational and technical education and all other interested organs and organizations. It is important to secure the positive changes which have been achieved in work concerned with the fulfillment of the decree of the CPSU Central Committee and the USSR Council of Ministers "On Measures for Further Improving Training and Upgrading Qualifications of Workers in Production" and to continue it while taking into account the decisions of the April (1984) Plenum of the CPSU Central Committee and the tasks formulated in Basic Directions of Reform of the General Educational and Vocational School. There has to be developed for the 12th Five-Year Plan for sectors and for the country as a whole a complex program of training and upgrading qualifications of cadres in production, utilizing the very rich experience acquired in recent years in the field of vocational training and education of cadre workers. This makes it possible to more successfully solve problems of significantly upgrading workers' qualifications, effectiveness of their labor and transforming it [need to work] into a person's primary need.

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GENERAL

COLLEGIUM CONSIDERS FUTURE ECONOMICS CURRICULUM

Moscow EKONOMICHESKIYE NAUKI in Russian No 8, Aug 84 pp 77-88

[Article: "Basic Directions in Working Out a Concept for Further Developing Higher Education in Economics" under the heading: "Qualified Economists for a Mature Socialist Society"]

[Text] In the Collegium of the USSR Ministry of Higher and Secondary Specialized Education

On 23 March 1984 a session was held of the USSR Collegium of the Ministry of Higher and Secondary Specialized Education. The Collegium examined materials presented by the Commission for Working Out a Concept for Further Developing Higher Education in Economics.

Taking part in this session were rectors of the economics VUZ's, as well as representatives of scientific institutions and a number of central economic organs. Reports were delivered by the Commission chairman, the rector of the Kiev Institute of National Economy and corresponding member of the Ukrainian SSR Academy of Sciences, Yu. N. Pakhomov, the scientific director of the program, rector of the Leningrad Finance and Economics Institute, Professor Yu. A. Lavrikov, and member of the Collegium of the USSR Ministry of Higher and Secondary Specialized Education, chief of the State Inspectorate of VUZ's, Professor V. A. Severtsev.

Also participating in the discussion were the USSR deputy ministers of higher and secondary specialized education, I. M. Makarov, A. P. Shaposhnikov, and the RSFSR deputy minister of higher and secondary specialized education, A. M. Lipanov. The results of the discussion were summed up by the USSR minister of higher and secondary specialized education, V. P. Yelyutin, who formulated in a concluding speech the routine and future tasks confronting the Commission.

The Collegium approved the draft presented by the Commission of the Basic Directions in Working Out a Concept for Further Developing Higher Education in Economics and compiled with consideration given to the studies which have been conducted on the status of training economics personnel in the country, materials of the state inspection of higher economics educational institutions, analysis of the suggestions made by VUZ's, scientific institutions, concerned ministries and departments, and the study of foreign experience. Of great importance for preparing the draft concept were the materials of the discussion on the problems of the higher economics school which were published in the journal EKONOMICHESKIYE NAUKI.

The decision of the Collegium of the USSR Ministry of Higher and Secondary Specialized Education, entitled "On Measures Regarding the Improvement of Higher

"Education in Economics," revealed those significantly new requirements which the party and the government are now presenting to the higher economics schools, and it summed up certain operational results with regard to improving the training of personnel in economics. Having noted the positive work of the Commission for Working Out a Concept for Further Developing Higher Education in Economics and the constructive nature of the measures being carried out, the Collegium pointed out that the materials and proposals presented herein still do not sufficiently take into account the economic experiments which have been conducted in various sectors of the national economy, data on the utilization of economics personnel in social production and the management sphere, nor the foreign experience in training economists. It was recommended that the concept being worked out reflect more profoundly the methodological role played by political economy as an ideological-theoretical base for the development of the economic sciences and improving management practice, ensure closer reciprocal ties between the work being conducted on determining ways to improve the activities of the economics VUZ's and departments and the solution of the problems of raising the level of the economic training of all categories of specialists, and, in the first place, engineers and agricultural-type personnel.

The Collegium proposed that a discussion be organized of the Basic Directions in Working Out a Concept for Further Developing Higher Education in Economics at sessions of the councils of the leading economics-type VUZ's, scientific-methods councils on economic specializations, along with an examination of this document by the ministries and departments concerned, that there be assurance that the proposals and notes stemming from them be summarized and taken into account in preparing a draft concept for further developing higher education in economics. It is feasible, moreover, to pay particular attention to such questions as setting in order the list and reducing the number of economic fields of specialization, introducing into the educational process progressive forms, methods, and means of activating the cognitive activity of the students, strengthening the ties between instruction and the practice of socialist management and advanced economic science.

Based on this concept, provision has been made for working out a targeted, comprehensive program entitled "Improving Higher Education in Economics," determining the top-priority measures directed at improving the existing practice of training economics personnel, raising the ideological-theoretical and practical level of economic education, and also disclosing the long-term measures designed for the period up to 1995 and directed at implementing the feasible new trends, including the revision of the standard curricula and programs, the qualifications characteristics with regard to economic specializations, etc. In order to increase the grounds for a targeted, comprehensive program and specifying concrete ways to implement it, there are plans to conduct an experiment on organizing the training of specialists, taking into account the new trends being worked out, and, based on its results, to determine an evaluation of their socio-economic effectiveness.

The order approved by the USSR Ministry of Higher and Secondary Specialized Education, entitled "On Additional Tasks of the Commission on Working Out a Concept for Further Developing Higher Education in Economics," specifies concrete tasks confronting the Commission with respect to carrying out the above-indicated decision of the Collegium, as well as the deadlines in the course of which they must be implemented. In particular, it is provided that additional analysis be

conducted on ways to improve the economics education of all categories of specialists, before mid-September 1984 to work out and present to the ministry for approval a draft concept for further developing higher education in economics and before mid-October 1984--a draft of the targeted, comprehensive program, entitled "Improving Higher Education in Economics" for the period until 1995.

In concluding the discussion on the article by Yu. Pakhomov, published in No 9, 1983 and entitled "Problems of Improving the Training Economists in the Higher Schools of the USSR," the editors are grateful to all those who took part in the discussion and those who sent in materials devoted to this complex and urgent problem. And they are publishing herewith the document presented by the Commission on Working Out a Concept for Further Developing Higher Education in Economics. Responses, comments, and suggestions for improving it should be directed to the Kiev Institute of the National Economy for the Commission on Working Out a Concept for Further Developing Higher Education in Economics.

Basic Directions in Working Out a Concept for Further Developing Higher Education in Economics

1. Goal and Tasks

A concept for further developing higher education in economics is being worked out for the purpose of determining ways to raise the level of training and ideological-political education of economic-type specialists, based on the achievements and management practice, more fully satisfying the national economy's needs for these specialists, and strengthening their role in the matter of intensifying social production.

The principal tasks in working out the concept are as follows:

--refining the requirements imposed by the present-day level of the development of economic science, and social practice on the knowledge, abilities, and skills of economics personnel, and, on this basis, working out recommendations regarding measures to improve the qualifications characteristics of specialists, the structure of education in economics, the list of majors and fields of specialization, the contents of the curricula and programs, as well as the organization of the educational process, the forms, and methods of instruction;

--analysis of the state of higher education in economics, revelation of the problems and difficulties in its development, summarizing the advanced experience in preparing the ideological-political education of economists, working out ways to improve the activities of economics VUZ's and departments;

--preparing proposals regarding practical measures called upon to ensure a comprehensive solution of the problems of developing higher education in economics in full accordance with the present-day needs of social practice and with the economic prospects of improving the society of developed socialism.

The proposals stemming from the concept concerning feasible practical measures are intended to be reflected in the comprehensive, targeted program, entitled "Improving Higher Education in Economics," which is provided for presentation for approval at the USSR Ministry of Higher and Secondary Specialized Education, based on the results of the activity of the Commission on Working Out a Concept for Further Developing Higher Education in Economics.

2. Guiding Principles of the Concept for Further Developing Higher Education in Economics

Constituting the foundation for working out a concept for further developing higher education in economics are the directives of the party and the government on the problems of the higher schools, economic theory, and management practice, and, above all, documents of the June (1983) Plenum of the CPSU Central Committee, the positions taken in the report at the Plenum by Comrade K. U. Chernenko on the formation of a new type of economic thinking, aimed at initiative and a socialist entrepreneurial spirit, at increasing responsibility, at a creative search for new paths leading to the best end result for the national economy with the least expenditures.

Principal attention has been accorded to specifying ways to implement the decree of the CPSU Central Committee and the USSR Council of Ministers, dated 29 June 1979 and entitled "On Further Developing the Higher Schools and Upgrading the Quality of Training Specialists," which indicated the need to "improve the structure and quality of training economics personnel, to strengthen the link between the students' instruction and education and the practice of improving the plan administration, the organization of present-day production, the entire management mechanism, as well as to raise the level of the theoretical training of students at economics institutes and departments." There are assurances that consideration will be given to the demands of the decree of the CPSU Central Committee, the USSR Council of Ministers, the AUCCTU, and the Komsomol Central Committee, dated 17 June 1982 and entitled "On Further Improving the Economics Education and Indoctrination of Working People;" it obligates us to take measures to raise the scientific level of training economics-type specialists, to devote top-priority attention in the matter of economics education and indoctrination for the country's further development during the 1980's, intensifying the economy, making more effective utilization of the production, scientific, and technical potential, material and labor resources, improving the planning, administration, and organization of production, introducing advanced administrative experience, and the brigade forms of labor. Also taken into account are the positions of the directive documents with regard to the problems of improving bookkeeping accounts and the analysis of the administrative activities of enterprises, organizations, and institutions of the national economy, strengthening their importance in ensuring the thrifty and maximally effective use of all types of resources: the decree of the USSR Council of Ministers, dated 24 January 1980 and entitled "On Measures for Improving the Organization of Bookkeeping Accounting and Increasing Its Role in the Rational and Economical Use of Material, Labor, and Financial Resources," the decree of the CPSU Central Committee and the USSR Council of Ministers, dated 30 June 1981 and entitled "On Strengthening the Work on the Economy and the Rational Utilization of Fuel-and-Energy and Other Material Resources," the decree of the USSR Council of Ministers, dated 26 July 1982 and entitled "On Improving the Accounting and Reporting with regard to the Expenditure and Economizing of Material Resources."

The positions of the concept connected with improving the contents and structure of economics education were worked out in the light of the decrees of the party and the government in regard to economic problems. Herein the top-priority importance was ascribed to implementing the requirements on the economics personnel stemming from the decree of the CPSU Central Committee and the USSR Council of Ministers, dated 12 July 1979 and entitled "On Improving Planning and Strengthening the Influence of the Economic Mechanism on Increasing Production

Efficiency and Work Quality," and the decree of the CPSU Central Committee, dated 18 August 1983 and entitled "On Measures to Speed Up Scientific and Technical Progress in the National Economy." Also taken into account were the decrees of the party and the government with regard to conducting economic experiments, and, above all, the decree of the CPSU Central Committee and the USSR Council of Ministers, dated 14 July 1983 and entitled "On Additional Measures to Expand the Rights of Production Associations (Enterprises) of Industry in Planning and Economic Activity and to Strengthen Their Responsibility for the Work Results," as well as the decisions of the directive organs on the questions of reinforcing labor discipline, reducing personnel turnover, developing socialist competition, the brigade form of organizing and providing incentives for labor.

Ways of solving the timely problems of improving the qualitative composition of the teaching staffs of the economics VUZ's and departments, more fully utilizing their scientific potential, have been worked out by proceeding from the decrees of the CPSU Central Committee, entitled "On Further Improving the System of Upgrading the Qualifications of the Social-Science Teachers at Higher Educational Institutions" (1982), as well as "On Increasing the Role of the Economics Institute of the USSR Academy of Sciences in Working Out Complex Questions of the Economic Theory of Developed Socialism" (1984).

3. Objective Need and Prerequisites for Working Out a Concept

3.1. The need to improve higher education in economics is conditioned by objective factors of the functioning and development of the country's economy under the conditions of the intensification of the national economy. Among them the following are of primary importance:

3.1.1. Considerable complication of the economic connections within the system of an integrated national-economic complex, accompanied by the increasing interaction and inter-penetration of the macro- and micro-economic processes. As a result, the economic activity being carried out locally turns out to be dependent, to an increasingly greater degree, on contiguous and even extremely remote economic phenomena, on the state of an integrated system of management. Under these conditions, economic decisions being carried out without taking the interactions into account prove to be insufficiently effective, and sometimes simply unprofitable. The same thing holds true for the possibilities of introducing advanced experience. Success here, to a decisive degree, is determined by the over-all conditions of management, and not only, and sometimes even not so much, by the quality of the specific new trend. Increasing the dependence of the individual on the whole in the economy is also conditioned by the need to re-orient each unit of management to end results for the national economy, by the complication of the parameters of economic effectiveness, and by other circumstances. Measures to expand the horizon of planning, to increase the role to be played by prospective plans, improve administrative methods, material incentives, and the economic indicators for evaluating the economic activities of enterprises and associations, have been aimed at solving economic and social problems from general state positions, as well as overcoming localism and a narrowly departmental approach.

Under these conditions, economic practice needs to further expand the profile of training economists; their knowledge, skills, and habits must go beyond the

bounds of the functions dictated by the specific place of work, by the tasks of this or that economic service, by the conditions of a workshop or an enterprise. The specialist in economics must have a fundamental, general-economics education, allowing a correlation to be made between each individual solution and the major lines of management; he must have an idea of how the management system in its aspects of planning, organization, management, and providing economic incentives, is refracted in the economic activity of an enterprise, workshop, or brigade.

3.1.2. Speeding up the pace of scientific and technical progress, unleashing the technological revolution connected with the extensive use of computers and other means of automation, the creation of flexible automated production lines, the introduction of robots and robotic-engineering complexes, systems of automated planning, with qualitative shifts in the development of power engineering.

An economist is called upon to function in the role of a conductor of a unified scientific and technical policy, facilitating its implementation by economic means. For this purpose he must possess a systematic idea about the influence of the principles of scientific and technical progress on the contents and methods of economic activity, have a knowledge of the economic levers for speeding up scientific and technical progress, the methods of mathematical economics, and the possibilities for utilizing computers. At the same time, there have been sharp increases in the demands made on the creative potential of economists, on their capacity to carry out forecast evaluations, to see future prospects, to evaluate economic phenomena and processes profoundly and in a multi-faceted manner, taking into account the existing contradictions.

3.1.3. Increasing the role played by social factors and criteria of economic effectiveness, ever-closer interaction between economic principles and processes with social ones.

Regardless of their particular field of specialization, economic personnel must be able to discover the social functions of management and know how to direct them into the necessary channels, i.e., to possess the means and methods of obtaining an economic effect from improving the conditions of work and everyday life, the moral-psychological climate of labor groups, to know the possibilities and means of increasing labor productivity, based on enriching its social contents, unleashing socialist competition, strengthening the social aspects of production administration and social planning of the development of enterprises and organizations. In order to solve these and other social problems of management, an economist must know how to utilize social information, evaluate economic levers from a social point of view; he must possess a profound knowledge of the essence of social processes and master the methods of social analysis and social administration.

3.1.4. Development of initiative, socialist entrepreneurial spirit, cost-accounting independence, and the interested motivation of the primary units and basic sub-systems of the national economy, conditioned by the multi-variant quality, dynamism, and complexity of the scientific and technical, as well as economic, solutions, the need to free up the higher echelons of administration from tasks and functions which are not properly their concern.

As the above-indicated tendencies are, in fact, being carried out, there is an increasingly tangible change in the economist's role not only in the sub-divisions

and services of enterprises but also in the organs of national-economic planning, financial, credit-and-banking systems, supplies, etc. From an executive, one who registers the economic results of production activity, an economist is being transformed into an active organizer of management, production, and social processes, taking part in implementing and working out basic administrative solutions, carrying out economic expertise and analysis of all aspects of the activity of administrative units and systems, as well as determining the economic effectiveness of scientific, technical, and organizational decisions, taking into account the social and ecological aspects of economic activity.

3.2. Analysis of the state of training of economics-type personnel in light of the determining trends of the development of economic practice has allowed us to establish a number of shortcomings and unsolved problems in the activities of economics VUZ's and departments and to reveal their lagging behind present-day requirements.

3.2.1. The organization and contents of the educational process with regard to the economic fields of specialization do not fully measure up to the tasks of training wide-profile personnel.

Despite the extensive list of general-scientific and general-economic disciplines being studied at economics-type VUZ's and at economics departments, the lack of the necessary continuity in teaching, the insufficient implementation of logical and dialectical inter-disciplinary connections have a negative effect on the formation in the specialists of an integrated, systematic idea about the nature and the essence of economic phenomena and processes, their correlation with other aspects of social life. The specialized training of personnel is likewise poorly connected with general-economics training, and this does not permit the specialists to master in sufficient quantity those correlations which combine the sphere of their professional functions with the wide range of economic processes.

3.2.2. Proper sociological training is not being provided for the economists.

The amount of sociological knowledge being studied in economic fields of specialization is extremely limited; the teaching of this topic concentrates on macro-social processes; it is set forth in isolation from the disciplines of the general-economic and special cycles. There is no assurance that the students master the methods of social analysis, the procedures for evaluating the social aspects of economic phenomena and principles.

3.2.3. Insufficient attention is being paid to the formation of up-to-date economic thinking among economics personnel, imbuing them with initiative and the socialist entrepreneurial spirit, qualities of organizers of economic activity.

Up to the present time economics-type VUZ's and departments have only episodically used the modern-day methods of activating the students' cognitive activity, the formation in them of the habits of making decisions independently, based on (imitation) business games, analysis of production situations, and the modeling of administrative situation. Neither the material base of most economics-type educational institutions, nor the methodology of the educational process, nor the organization of production practice meet the requirements of optimally

combining theoretical training with the solid, practical skills and habits of professional activity.

3.2.4. The contents and organization of the educational process for the absolute majority of economic specializations do not ensure the mastery by personnel of the timely topics connected with the principles and trends of scientific and technical progress, with up-to-date production technology, the use of computers, and the methods of mathematically analyzing economic phenomena.

In most of the economic fields of specialization, with the exception of the engineer-economic ones, no provision has been made for teaching the disciplines which reveal the characteristics of the present-day stage of the scientific and technical revolution, the most characteristic processes of integrating science and production, as well as the scientific fundamentals, organizational principles, and technical base of present-day technologies in industry, agriculture, construction, communications, and transport. Despite the considerable amount of study of the mathematical disciplines, instruction in them has not been adapted to the professional tasks of economists. Widespread use of computers in the educational process is being retarded, to a large extent, by the insufficient mastery of the methods of utilizing computers on the part of the teachers of general-economic disciplines.

3.3. The qualifications characteristics of specialists in economics do not reflect fully enough the requirements of the present-day stage of development of management practice for the knowledge, skills, and habits of personnel. They do not contain feasible indications of the necessity for forming in economists an integrated system of knowledge concerning a wide range of production-economic phenomena; they fail to specify the requirements for the administrative and sociological training of personnel, or the development in them of initiative and a socialist entrepreneurial spirit.

3.4. Improvement of education in economics is being retarded by the lack of a well-grounded list of specialized fields in economics, its failure to correspond to the system of the division of labor which has taken shape among economics personnel and to the progressive trends of its further development.

There is also a failure to provide the necessary integration of the body of qualifications to be acquired by the graduates of economics VUZ's and departments nor of the structure and contents of the general-scientific and general-economic training of personnel in various fields of specialization.

4. Essence of the Profession of "Economist" and Most Important Requirements for the Qualifications Characteristics of This Type of Specialist

The concept of for further developing higher education in economics is based on an analysis of the place and role of economics personnel within the system of the social division of labor at the stage of developed socialism.

Constituting the objective prerequisite for the existence of the economics profession is the presence of the economic basis of society--the system of socio-economic relations encompassing all spheres of social reproduction: production, distribution, exchange, consumption (including material as well as spiritual

production, the production and non-production spheres). Moreover, economic relations are characterized by a high degree of complexity, i.e., they are not subject to direct acceptance and change, and this requires scientific methods of cognition and influence on them. Another important characteristic of economic relations is their connection, on the one hand, with the production forces of society, and thereby with technical relations, and, on the other hand, with the wide range of social relations in various social communities: classes, labor groups, social groups, etc. These connections are exceptionally close, and their understanding, and, even more so, their improvement, is possible only if the aggregate of the laws of technology, economics, and sociology are mastered.

In light of what has been said, the most general function of economics-type specialists is activity with regard to the cognition, conscious utilization (control), and transformation of economic relations in society in their fullness, complexity, and inter-connections with technical and social relations.

Stemming from this general function, above all, is the objective need for concrete specialization of the scientific and pedagogical worker in the field of political economy, which is the most integrated economic specialization. We must also be more precise in designating the course in political economy and in training specialists, a course comprising not only the theoretical-cognitive and methodological basis of Marxist-Leninist education but also its economic-practical function within the system of studying the social sciences. This pertains particularly to the special VUZ's, where the economic training of future specialists is extremely limited by the framework of the curricula, and a comprehensive idea concerning economic management and the actual economic mechanism of socialism can be extracted by the student only in courses in political economy and sectorial economics.

Likewise stemming from the general function of the economics profession are the principal requirements for an economist's qualifications. He must, first of all, have a knowledge of the general laws of the society's socio-economic development and their reflection in the history of society and social-scientific thought. Therefore, the curriculum for training an economist should be based on the CYCLE OF SOCIAL-SCIENTIFIC DISCIPLINES /in italics/: 1) history of the CPSU; 2) philosophy; 3) scientific communism; 4) political economy; 5) economic history and the history of economic studies; 6) law; 7) sociology.*

A particular place in the contents of education in economics is occupied by political economy. It determines the type of training given to economics personnel and functions in the role of a methodological foundation for teaching all the economics disciplines.

Stemming from the contents of the general function of the economics profession is the need for economists to master those disciplines which ensure them a general-scientific training, along with the development of the knowledge, methods, and habits for the optimal administration of economic development. Such

* We are not concerned here with the task of examining in detail the contents of the curricula in the economics fields of specialization. Therefore, the lists of educational disciplines cited are by way of guidelines.

disciplines can be grouped together into the following GENERAL-SCIENTIFIC CYCLE /in italics/: 1) fundamentals of the present-day technology of the most important sectors of the economy; 2) theoretical and applied mathematics, mathematical statistics; 3) theory of economic administration and economic cybernetics; 4) use of computers and automated control systems; 5) scientific organization of labor, etc.

The field of learning and improving economic relations is marked by the considerable scope and qualitative diversity of the information characterizing it, by the lengthy duration and unevenness of various processes, the diverse nature of the possible governing influences and other criteria of an excessively complicated system. This leads to a differentiation in the general function of the economic profession, to isolating out its sub-functions or inter-connected functions with respect to the relatively independent and stable types of economic activity. Herein lies the objective basis for dividing the profession of economist into a number of specific types of activity or fields of economic specialization. Consequently, the latter, in principle, constitute a reflection of the INDIVIDUAL FUNCTIONS /in italics/ of economic activity and the aspects of the socio-economic systems corresponding to them.

In a generalized form, the principal individual functions of economic activity may be presented in the following way:

- assembling, processing, and putting in order information about economic phenomena and processes (1);
- analysis of the progress and results of economic activity, evaluation of its success-rate and possibilities for improvement on the basis of scientifically justified criteria (2);
- forecasting, future and current planning of the economic system (3);
- organizing the effective functioning of certain elements of the economic mechanism in order to optimize the use of labor, material, and monetary resources of the economic system (4);
- control over the progress of fulfilling the plan and administrative solutions (5).

Each of these functions can be examined as applied to the economic system at various levels (national economy, sector, region, or enterprise). Frequently they are given other names (for example, "accounting and controls," "planning and operational regulation," etc.). However, it is precisely these principles which lie at the foundation of the ideas concerning the contents of the basic economic fields of specialization which have taken shape for the present day. For example, the specialization "statistics" reflects the first function, the specialization "bookkeeping and analysis of economic activity"--the second and fifth, the specializations "national-economic planning" and "industrial planning"--the third and fourth, taking into account the level of the system. Change in the idea of the contents of this or that function during the course of society's development leads to the formation of new economic specializations. Thus, it was comparatively recently that the specialization known as "economic cybernetics" came into being; it reflects the formation of new ideas about the importance, forms, and methods of administering the national economy. These same causes brought about the transformation of certain engineering-economic specializations and the specialization with regard to production control.

Under certain conditions the above-named functions can be differentiated or integrated differently. Depending on this, an idea may be formed about a greater or lesser breadth of an economist's profile. In the broadest variant all economists in specific economics (i.e., primarily not theoretical but applied) can be sub-divided into the following two classes: 1) the analytical economist (reflecting the first, second, and fifth functions); 2) the organizational economist (reflecting the third and fourth functions). Proposed further on will be the principles for constructing a more differentiated list of economic specializations (See Section 5).

Regardless of the degree of differentiation being adopted, the functions enumerated above must constitute the foundation of the contents of all the programs for forming an economist's qualifications in a double sense: on the one hand, as the principal basis for the list of general-economic disciplines which an economist in any specialized field must master to a certain degree, and, on the other hand, as a basis for selecting the list of special disciplines determining the particular features of a specialized field.

This should be reflected in the curricula for training economists, first of all, in the form of the CYCLE OF GENERAL-ECONOMIC DISCIPLINES /in italics/, to which the following may be relegated: 1) statistics; 2) fundamentals of book-keeping; 3) analysis of economic activity; 4) economy of the sectors of the national economy; 5) planning economic and social development, etc.

Such a cycle must not only encompass all economic functions, forming a broad horizon for the specialist but also equip him with methods of getting to know and solve complex economic problems and situations, giving him, at the same time, the knowledge and the capacity to think in abstract economic terms, taking into consideration the global economic criteria for optimizing economic activity. Thereby, in conjunction with the previously named cycles of disciplines, general-economic training is called upon to lay the foundations for a specialist to perform any qualified task within the sphere of his profession. Based on the functions which have been presented and the national-economic tasks stemming from the general-economic cycle of disciplines, more concrete problems can be specified, which need someone with a higher education in economics to solve.

The approach set forth above to understanding the essence of an economist's profession and the requirements stemming from it for the qualifications of this type of specialist have been approved by the Commission for Working Out a Concept for Further Developing Education in Economics; they constitute the basis for determining the ways to improve the contents of training personnel, refining the qualifications characteristics, setting in order the list of economics specializations, as well as modernizing curricula and programs.

At the same time the Commission is proceeding from the fact that the contents and organization of the training of economic personnel must exhaustively embody the basic requirements made on training Soviet specialists, on the communist upbringing of the new generation of the socialist society's scientific intelligentsia. Of particular importance under the conditions of the higher educational school is the raising of the ideological-theoretical level in teaching the social sciences, mastering the higher special knowledge, skills, and habits

of directing primary labor groups and educational work among them, as well as forming among economics personnel high standards of independent work, a striving toward and capacity for continuous self-education.

5. Basic Principles of Forming a List of Specialized Fields in Economics

5.1. In working out ways to put fields of economics specialization in the proper order, the Commission is proceeding from an analysis of the existing list of these specialized fields. Such an analysis allows us to discover irrational duplications and contradictions and to propose recommendations for eliminating them, based on the approach set forth in Section 4 to determining the functions of the profession of an "economist," and to the sectorial structure of the national economy, taking into account the division of labor among economists as to the levels of administration.

5.2. The presently existing list of specializations of the 17th Group was formulated during the 1930's. Subsequently, basically during the 1960's and 1970's, substantial additions were made to it; these broadened the list but did not change its principal fundamentals.

The given list has two fundamental principles for defining an economic field of specialization:

--by function of an economic activity with the qualification "economist": 1701
--planning the national economy, 1702--industrial planning, 1703--economics and the planning of material-and-technical supply, 1704--labor economics.

This principle presupposes that, in all sectors of the national economy and on various levels of its administration, the economist performs principally one and the same thoroughgoing function. He must study this function with the utmost thoroughness, whereas its sectorial specifics can be mastered during the course of practical activity;

--by sector of industry or the national economy with the qualification "engineer-economist": 1706--economics and the organization of the petroleum and gas industry, 1707--economics and the organization of energy engineering, 1713--economics of cinematography, 1722--economics and the organization of municipal economy.

In this case it is assumed that the main thing for an economist is to know the technology and organization of production in a specific sectors, whereas he is obliged to perform all the economic functions which practice demands.

Despite a certain lack of correspondence and even a certain mutually contradictory quality, both principles have objective foundations.

5.3. At the same time, an analysis of the existing list of specializations of the 17th Group shows that the principles set forth above in this list are violated quite frequently. This is testified to by the following:

--an unjustified lack of coordination in designating the qualifications of economists.

For example, specialization 1712--economics and organization of the printing industry--assumes the qualification "engineer-economist," specialization 1713--economics of cinematography already has provided the qualification "economist of cinematography and television," specialization 1715--economics and organization of agriculture--has contributed the qualification "economist-organizer of agricultural production," specialization 1729--economics of trade--presupposes the qualification "economist." These divergences, as a rule, do not have any objective justifications;

--the presence of repetitions and numerous terminological vaguenesses.

Thus, with regard to specialization 1737--bookkeeping and analysis of economic activity--economists are being trained with specialized fields in industry as well as in agriculture (the qualification "economist"). At the same time there exists the specialization 1740--bookkeeping in agriculture--which provides the qualification "economist for bookkeeping in agriculture," specialist 1707--economics and organization of energy engineering--which provides the qualification "engineer-economist," while specialization 1751--administrative organization in energy engineering--provides the qualification "engineer-economist for administrative organization." The same thing pertains to specializations 1711 and 1747, 1721 and 1718, and others. These same functions and qualification with regard to railroad transport are specified by the qualification "engineer-economist of railways" (specialization 1723), with regard to waterway, highway, and air transport--merely as "engineer-economist";

--introduction of a number of specializations whose features correspond neither to the functional nor the sectorial principles of defining an economic specialization (specialization 1738--organization of mechanized processing of economic information); opening up a number of economic specializations beyond the limits of the 17th Group (specialization 2035--economic cybernetics, specialization "organization and economics of information" with a course in NOT /scientific organization of labor/ and computers in specialization 1905); the presence of substantial elements of duplication between the engineering-economic specializations and specializations in the field of organization and administration.

--the random nature of isolating out many fields of specialization in economic specializations.

Taken as a whole, the list of economic specializations is clumsy and awkward, which causes considerable difficulties in planning, distributing, and utilizing economic personnel. Likewise a cause for particular concern are the extreme limitations placed by the existing list on the training and professional mobility; these limitations do not so much retard their being transferred around among sectors of the national economy nor their official duty categories as they do lead to an unjustified differentiation and erosion of the contents of the education and work of economics personnel.

5.4. In working out ways to put the list of economic specializations in good order, the Commission examined and adopted as its basic fundamental the approach to solving this problem, as proposed by the Leningrad Finance and Economics Institute.

5.4.1. Such an approach presupposes a standardized rule for defining an economist's specialization (qualification); it relies on a rational combination of the functional and sectorial principles of approaching the formation of

economic fields of specialization. Among the advantages of this approach, as presented in the matrix schematic on Figure 1, the following should be included:

- quite a complete correspondence to the system of the division of labor among economics personnel, to the functions being performed by them, and the sectorial structure of the national economy; this allows us to construct a list of economic specializations on a strictly objective basis;
- continuity with regard to the presently existing list of economic specializations; such a continuity creates the conditions for a successful, stage-by-stage re-structuring of the existing list, its gradual drawing closer to the list being drafted without any essential omissions;
- the possibility of flexible adjustment of the list being proposed, taking into account the quantitative indicators of the national economy's need for personnel; considerable reserves for transforming and developing the list without violating its principled structure.

This ensures a long-term viability for the list under consideration, its suitability for use in planning and forecasting the training of specialists, including cases when it is necessary to manifest a need for new types of specialists in personnel.

5.4.2. The contents and procedure for utilizing the schematic cited in Figure 1 can be illustrated in the following manner.

The left-hand portion of the schematic lists the basic functions of the economic profession, the grounds for which are provided in Section 4. Its upper portion in sequence (from left to right) depicts the economic structure of society: the world economy, then the socialist economy as a whole and in a sectorial cross-section. The sectorial structure of the USSR's national economy is reproduced in accordance with the classification of USSR Gosplan.

According to the schematic being proposed, a certain economic specialization is to be found at the cross-section of a specific function with a certain sector or group of sectors. Thus, specialization 1.01 provides us with the most general economic field of specialization (political economy). Based on function 1, even the sectorial variants of this specialization could, most likely, be presented, for example, 1.40--economics and organization of health care, physical culture, and social insurance. As regards the next five functions, each of them can be grouped together with any other (others), or can operate more or less autonomously. Thus, the second and third functions present the analytical aspect, while the fourth, fifth, and sixth present the organizational-administrative aspect of economic activity. In this connection, we could formulate the following specialization, for example: "economist-statistician-analyst of the sectors in the material-production sphere"--23.03; "economist-labor-organizer in agriculture"--5 "a". 26 (the index "a" in the numerical designation of the specialization here conventionally defines that portion of function 5 which pertains to labor resources and manpower).

It is provided that the list of all the economic specializations should not presume to fill in all the "boxes" of the proposed schematic. But it is obviously possible to have a large number of the most diverse combinations, allowing a response to practically any demands of science and practical work and, at

Figure 1. Fundamental Schematic for Defining the Basic Contents and List of Economic Specializations

No p/p	Economic Structure	Socialist Economy													
		Material Production Sphere							Non-Production Sphere						
		Industry				Other Sectors			Consolidated Sectors			Other Nine Sectors			
		1	2	3	4	5	24	25	26	8	34	35	36	40	46
	World economy as a whole	As a whole	As a whole	As a whole	As a whole	Electric power engineering 16 Sectors	Others	As a whole	Agriculture	Misc. types	As a whole	Municipal economy and daily services	Health care, phys. ed., social insurance	Party and public organizations	
1	Acquiring a knowledge of (studying) economic relations, working out the principles and ways of improving them														
2	Assembling, processing, and putting in order information about economic processes and phenomena														
3	Analyzing the progress and results of economic activity, evaluating its success rate and possibilities for improvement														
4	Forecasting, future and current planning														
5	Organizing effective functioning of certain elements in order to optimize the use of labor, material, and monetary resources														
6	Control over progress in fulfilling the plan and administrative decisions														

- 1 Acquiring a knowledge of (studying) economic relations, working out the principles and ways of improving them
- 2 Assembling, processing, and putting in order information about economic processes and phenomena
- 3 Analyzing the progress and results of economic activity, evaluating its success rate and possibilities for improvement
- 4 Forecasting, future and current planning
- 5 Organizing effective functioning of certain elements in order to optimize the use of labor, material, and monetary resources
- 6 Control over progress in fulfilling the plan and administrative decisions

the same time, maintaining a standardized approach to defining the specializations, specialized fields, and qualifications characteristics. In every case the introduction of a specialization must be carried out on the basis of very careful expertise and scientific research.

In working out the list of specializations, along with the system of the social division of labor which has taken shape, it is necessary to take into account the need for personnel, which, to a large extent, determines the feasibility of organizing an independent specialization, as well as the de facto existing system of organs for the state administration of the national economy along with certain levels of the economic system (enterprise, sector, region, republic). In order to take these factors into account, the Commission plans to prepare proposals for methods indications, which ensure their coordination with the structural functions being proposed for constructing a list of economic specializations.

6. Basic Directions for Working Out a Concept for Further Developing Higher Education in Economics

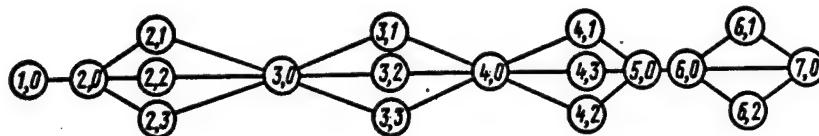
The Commission deems it feasible to work out on the basis of the program-target method for solving the entire aggregate of problems specific proposals on measures for further developing higher education in economics in the following basic directions (a model network diagram for implementing the target comprehensive program entitled "Improving Economics Education in the USSR" is provided in Figure 2).

6.1. Improving the qualifications characteristics of specialists. Herein the following must be provided for:

6.1.1. Refining and summing up the positions which characterize the requirements for the knowledge of economics personnel, bearing in mind the profound mastery by them of the objective economic, social, and scientific and technical principles comprising the foundation of the socio-economic and national-economic practice, the up-to-date style of economic thinking; the introduction of adjustments directed at ensuring a broad profile for training personnel, based on the priority of a fundamental education which is multi-faceted and standardized as to its specializations, the development in specialists of ideas concerning the place of concrete economic functions (types of activity) within the system of forms and methods of plan administration and management, the organic inter-connection between specialized economic knowledge with knowledge in the fields of sociology, technology, economic law, economic-mathematical methods of modeling economic processes and the use of computers, ASU [automated control systems]; the introduction into the qualifications characteristics of positions called upon to facilitate increasing the role of special knowledge of economists, taking into account the sectorial, functional, and level specifics of their professional activities, deepening the training of personnel in the field of the latest trends of scientific and technical progress, the development of socio-economic and economic practice, advanced experience in management and economic experiments.

6.1.2. Review and specification of positions of qualifications characteristics revealing the requirements for the skills and habits of specialists,

Figure 2. Model Network Diagram for Implementing the Target Comprehensive Program Entitled "Improving Economics Education in the USSR"



Events 1	Performers 2	Reviewers 3	Deadlines 4
1.0 --Working out qualifications model for economist	NII VSh USSR Minvuz, group of experts	Divisions: USSR Gosplan, Goskomtrud	3rd quarter of 1984
2.0 --Working out draft for 17th group of specializations	NII VSh Minvuz		4th quarter of 1984
2.1. Planning, financial, educational	IFEI	USSR Gosplan, USSR Minfin	
2.2. Statistical, MUE	MESI	USSR TsSU	
2.3. Organization and administration	MIU--LIEI		
2.4. Research and development	NGU	USSR AN	
2.5. World economy	MGU	NII SEV	
3.0 --Working out curricula and programs	USSR Minvuz, NTS	Collegium of USSR Minvuz	1st quarter of 1985
3.1. Curricula	Pilot VUZ's	UMU of USSR Minvuz	
3.2. Educational programs	Pilot VUZ's	UMU of USSR Minvuz	
3.3. Methods and aids	Pilot VUZ's	"Vysshaya shkola" Publishing House	
4.0 --Upgrading personnel qualifications	Minvuz personnel administration	Minvuz registration experts	2nd quarter of 1985
4.1. Grouping of specializations	Pilot VUZ's		
4.2. Preparing programs in the FPK and specialized departments	UMU of USSR Minvuz		
4.3. Working out drafts for standardized laboratories	Pilot VUZ's		
5.0 --Profiling VUZ's and departments	PFU of USSR Minvuz	USSR and republic-level Gosplans	3rd quarter of 1985
6.0 --Calculating the need for economists	NII VSh, PFU of USSR Minvuz	USSR Gosplan, Regional commissions of GKNT and USSR AN	4th quarter of 1985

(Continued on following page)

Figure 2 (Continued)

6.1. Working out a method and introducing it	PFU of USSR Minvuz	
6.2. Working out a position on distribution	Division of Minvuz	
7.0 --Preparing decision of Collegium of USSR Minvuz	State Inspectorate USSR Council of of USSR Minvuz, Ministers Collegium of USSR Minvuz	4th quarter of 1985

having paid particular attention to the forming of forecasting thinking which is adequate to the nature of the economic administrative processes and principles; development of initiative and increasing responsibility in solving the problems of the growth of production efficiency, improving socio-economic and administrative practice, mastering the methods of expert evaluation of the level of technical-economic development and the effectiveness of scientific and technical, administrative, and socio-economic solutions from the viewpoint of national-economic results, working out administrative solutions which are economic and social in their natures, including those connected with the conduct of economic experiments, taking into account the conditions and factors of effectively introducing advanced experience.

6.2. Putting the list of specializations of the 17th group into order, taking into consideration the genuine needs of the national economy, the division of labor which has taken shape, and the progressive tendencies of its development, based upon the scientifically justified principles of singling out fields of specialization.

In the process of putting the list of specializations order within the limits of a single economist's qualification, proceed from the necessity of implementing the functional and sectorial principles; ensure the overcoming of elements of randomness, lack of coordination, and an unjustified fractionation in the process of forming specializations; consider it feasible not to isolate out fields of specialization.

6.3. Improve curricula and programs; improve the structure and renovate the contents of the educational process, including the following:

6.3.1. Standardize curricula for economic specializations in 1--5 (within a 5-year term of instruction--in 1--6) semesters, having ensured the strengthening of the broad-profile type of specialist.

6.3.2. Optimization of the correlation between the general-scientific, general-economic, and special training, with consideration being given to the characteristics of the functional, sectorial, and level specifics of professional activity by economists of the appropriate specialization.

6.3.3. Introduction of new educational disciplines reflecting the extremely complex nature of socio-economic and national-economic processes, ensuring the acquisition of knowledge about the inter-connection between each type of economic activity and the mechanism of the functioning of the economic system as a whole, aiming at utilizing the principles and concrete methods of upgrading production efficiency in the interests of attaining high end results for the national economy, allowing us to rely on the forecasts of scientific, technical, and economic development, deepening the knowledge, as applied to the specialization, of the social, administrative-legal, technological, and economic-ecological aspects of development.

6.3.4. Ensuring the thoroughgoing nature of administrative, administrative-legal, economic-ecological, and sociological training, the link between each discipline with the closely allied (inter-acting) aspects of economic activity, an orientation aimed at the widespread use within the educational process of economic-mathematical methods and computers, methods of modeling macro- and micro-economic processes, at reflecting therein the advanced experience of planning-administrative and economic practice.

6.3.5. Intensifying the professional thrust of general-scientific courses, in the first place, the teaching of mathematics; introduction of elements of sectorial specialization in the graduating courses, with special attention paid to the methodological aspects of specialized training.

6.3.6. Increasing the proportion (up to 25--30 percent) of the special-cycle disciplines at economic VUZ's with a four-year term of instruction.

6.3.7. Putting in order the logical-structural inter-connections, ensuring continuity and a rational sequence of educational disciplines, as well as overcoming elements of duplication and parallelism.

6.3.8. Expanding the number of elective special courses and accordingly increasing the proportion of educational time at the disposal of the VUZ councils.

6.4. Improving the methods of instruction, improving the "software" of the educational process, raising the level of its intensity, and strengthening the ties with practice. For this purpose we must do the following:

6.4.1. Ensure increasing the role and proportion of the instructional methods facilitating the activation of the students' learning activities, the comprehensive (including inter-disciplinary) study by them of economic phenomena and processes, having provided for the preparation of the appropriate textbooks and educational aids, centralized publication of methodological materials, creation of study-rooms for business-type games, furnished with the necessary equipment, technical means, as well as the training and qualifications upgrading of the teaching and educational-auxiliary personnel.

6.4.2. Work out proposals aimed at carrying out the inter-disciplinary integration of the educational process.

6.4.3. Achieve broad utilization of economic-mathematical methods and computers in teaching the disciplines of the economics cycle.

6.4.4. Intensify the case-method nature of instruction, decisively avoid descriptiveness, shift the exposition of descriptive material to independent study by the students.

6.4.5. Provide for more widespread creation of branches of departments and laboratories on the production line. Organize at bases of advanced industrial, agricultural, and other enterprises, economic institutions and services educational-industrial (educational-financial, etc.) enterprises and organizations, having in mind the primary conducting here of production practice, diploma project preparation, and other types of practical instruction.

6.4.6. Significantly improve the supplying of economics-type VUZ's and departments with textbooks and educational aids, having in mind:

--the creation of high-quality, long-lasting, and reliable textbooks in the general-scientific and general-economic disciplines;

--the publication of educational aids ensuring a thorough training in the field of special disciplines, designed for the conduct of multi-hour practical sessions, business-type games, and the analysis of management situations, containing inter-disciplinary approaches, disclosing the conditions for successfully introducing advanced experience and conducting economic experiments which ensure the systematic study of the fundamentals and contents of normative documents and rules regulating economic activity, constructed by using the example of the functioning of specific, including base, enterprises and services, aiding in explaining the connections between the specific type of activity and management as a whole, etc.

--ensuring the operative publication of educational literature, supplementing the long-lasting textbooks and educational aids and designed to elucidate the latest data of science and the achievements of practical work, advanced experience, and the results of experiments.

6.4.7. Improve organizational, methodological, and material-and-technical supplying of the educational process, having paid attention to strengthening its connection with practical work. With this goal in mind, we must determine measures to do the following:

--create study-rooms and laboratories imitating the activities of economic organs, enterprises, and economic services (training bank, training industrial enterprise, training bookkeeping office, etc.), having provided the formation in these study-rooms of workplaces, furnished with the necessary documentation, equipment, and materials;

--organize the centralized supplying of economics-type VUZ's and departments with normative documents and statistical materials which are necessary for a fully valid study of economic practice;

--create at the base VUZ's centers for working out intra-VUZ methodological documentation.

6.5. Development of scientific research work, strengthening the unity between the study and the research processes.

This concept has been developed by proceeding from the fact that research at economics-type VUZ's and departments on major theoretical and applied problems, the extensive study of topics, the acquisition of knowledge about the laws of economics, and the forms of implementing them in practice, providing for a summing up of considerable masses of facts or new trends and advanced experience, comprises not only a substantial factor in the active influence of the higher school on management and socio-economic practice but also a leading lever for the growth of teachers' qualifications, upgrading their creative potential, as well as a source of enriching the educational process. Stemming from this, it is necessary that we take the following steps:

6.5.1. Ensure the turning of research in the direction of concrete problems of improving the economic system of developed socialism, the methodological problems of political economy and special economic sciences; concentrate the efforts of VUZ scientists on working out the principal aspects of increasing production efficiency under the conditions of predominantly the intensive type of development, studying ways to speed up scientific and technical progress, perfecting the system as a whole and the individual units (processes) of the socialist economy, including the theoretical foundations of comprehensive administration and planning of the national economy, strengthening cost-accounting relations, intensifying the role to be played by economic levers and incentives in developing production; make fuller use of the scientific potential of the economics-type VUZ's for summing up the results of large-scale economic experiments with regard to improving the management mechanism, introducing new forms and methods of management, increasing labor productivity, improve output quality, and the rational utilization of all kinds of resources.

6.5.2. Ensure the concentration of scientific forces at the higher schools on genuine economic problems, those of top-priority theoretical and applied importance; develop the practice of carrying out economic research at the VUZ's upon the requisition orders of the departments.

6.5.3. Assign to the base economics-type VUZ's the tasks of summing up the results of scientific research on appropriate topics for use in obtaining data in the educational process, having provided for training in the publication of methodological recommendations with respect to these questions.

6.5.4. Expand the conduct of research directed at solving the problems of enriching the contents, improving the methodology, methods, and organization of the educational process.

6.6. Improvement in the distribution, planning the training and utilization of economics-type specialists in the national economy. For this purpose, we must do the following:

6.6.1. Provide grounds for the methodological determination of the need for economists, taking into consideration the changes in the division of labor among specialists of the economic type and the scientifically justified principles of forming a list of the 17th group of specializations.

6.6.2. Provide grounds for the principles and the methodology of the interconnection between the prospective need for economics personnel with the plans for accepting students, as well as the distribution of young specialists.

6.6.3. Put in order the specialization and territorial deployment of economics-type VUZ's and departments, taking into account the needs of the national economy for specialists in sectorial and territorial cross-sections.

6.6.4. Define the tasks, forms, and procedure of participation of the sectors (enterprises, organizations) in the training of economists at the concluding phase of instruction and during the course of the young specialists' probation period.

6.7. Improvement in the training and qualifications upgrading of the teachers at economics-type VUZ's and departments, having provided for the following:

6.7.1. Putting in order the network and improving the work of departments concerned with upgrading qualifications, paying particular attention to organizing the re-training and upgrading the qualifications of those who teach the general-economics and special-economics courses on topics connected with the mastery of economic-mathematical methods and the skills of using computer equipment, up-to-date forms and methods of instruction, including business-type games, analysis of specific economic situations, as well as situations in the field of law. Organize the study by students at FPK's /departments for upgrading qualifications/ of the social aspects of economic activity, to aid them in mastering the modern-day style of economic thinking, knowledge of the economic system as a whole, advanced experience, as well as information on the progress and results of conducting economic experiments.

6.7.2. Expanding the practice of the probationary period of the teachers of specialized disciplines at the scientific institutions of the central organs of planning and economic administration.

6.8. Strengthen the material-technical base of the economics-type VUZ's and departments. For this purpose the following measures are necessary:

6.8.1. Work out standardized draft plans for an economics-type VUZ with recommendations as to the optimal development parameters for the material-technical base, the structure of the available pool of auditoriums, equipping the educational auditoriums, study-rooms, and laboratories, the list of the latest types of equipment and materials, along with justification of the norms for their supply and the deadlines for renewing them.

6.8.2. Specify measures to improve the supplying of economics-type VUZ's and departments with computers, technical instructional media, educational-laboratory equipment, and duplicating equipment.

7. Procedure for Working Out and Implementing a Concept for Further Developing Higher Education in Economics

In order to increase the scientific grounds for and ensure the practical realization of the concept for further developing higher education in economics, the Commission deems it feasible to do the following:

--discuss the basic trends in working out the concept at sessions of scientific-methods councils on economic specializations, councils of economics-type VUZ's and departments, as well as in the ministries and departments concerned, above all, in planning-economic organs;

--sum up the proposals which have come in; present a draft concept, examine it at a session of the Commission, finish working on it in accordance with the results of the discussion, and present it for approval to the USSR Ministry of Higher and Secondary Specialized Education;

--on the basis of the approved concept work out and present to the USSR Ministry of Higher and Secondary Specialized Education a targeted program, entitled "Improving Higher Education in Economics" for the period up to 1995, having reflected the measures provided by it in the plans for developing the higher school for the 12th and 13th Five-Year Plans;

--organize within the established procedure the use of the program, having provided for the active participation in this work of the leading VUZ's of the economics type, as well as prominent scientists and specialists.

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